

CERTIFICATION OF ENROLLMENT

**ENGROSSED SUBSTITUTE SENATE BILL 6255**

Chapter 117, Laws of 2006

59th Legislature  
2006 Regular Session

EDUCATION--GUIDANCE AND PLANNING PROGRAMS

EFFECTIVE DATE: 6/7/06

Passed by the Senate March 6, 2006  
YEAS 45 NAYS 1

BRAD OWEN

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**President of the Senate**

Passed by the House March 3, 2006  
YEAS 94 NAYS 2

FRANK CHOPP

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**Speaker of the House of Representatives**

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 6255** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

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**Secretary**

Approved March 20, 2006.

FILED

March 20, 2006 - 10:31 a.m.

CHRISTINE GREGOIRE

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**Governor of the State of Washington**

**Secretary of State  
State of Washington**

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**ENGROSSED SUBSTITUTE SENATE BILL 6255**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2006 Regular Session

**State of Washington                      59th Legislature                      2006 Regular Session**

**By** Senate Committee on Early Learning, K-12 Higher Education  
(originally sponsored by Senators Eide and McAuliffe)

READ FIRST TIME 01/18/06.

1            AN ACT Relating to improving student performance through student-  
2 centered planning; amending RCW 28A.655.200; adding a new section to  
3 chapter 28A.600 RCW; creating new sections; and providing an expiration  
4 date.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6            NEW SECTION.    **Sec. 1.** The legislature recognizes that there are  
7 specific skills and a body of knowledge that each student needs to  
8 chart a course through middle school, high school, and post-high school  
9 options. Each student needs active involvement from parents and at  
10 least one supportive adult in the school who knows the student well and  
11 cares about the student's progress and future. Students, parents, and  
12 teachers also need the benefit of immediate feedback and accurate  
13 diagnosis of students' academic strengths and weaknesses to inform the  
14 students' short-term and long-term plans. To empower and motivate all  
15 students and parents to take a greater role in charting the students'  
16 own educational experiences, the legislature intends to strengthen  
17 schools' guidance and planning programs.

1        NEW SECTION.    **Sec. 2.**    A new section is added to chapter 28A.600  
2    RCW to read as follows:

3        (1) The legislature encourages each middle school, junior high  
4    school, and high school to implement a comprehensive guidance and  
5    planning program for all students. The purpose of the program is to  
6    support students as they navigate their education and plan their  
7    future; encourage an ongoing and personal relationship between each  
8    student and an adult in the school; and involve parents in students'  
9    educational decisions and plans.

10       (2) A comprehensive guidance and planning program is a program that  
11    contains at least the following components:

12       (a) A curriculum intended to provide the skills and knowledge  
13    students need to select courses, explore options, plan for their  
14    future, and take steps to implement their plans. The curriculum may  
15    include such topics as analysis of students' test results; diagnostic  
16    assessments of students' academic strengths and weaknesses; use of  
17    assessment results in developing students' short-term and long-term  
18    plans; assessments of student interests and aptitude; goal-setting  
19    skills; planning for high school course selection; independent living  
20    skills; and postsecondary options and how to access them;

21       (b) Regular meetings between each student and a teacher who serves  
22    as an advisor throughout the student's enrollment at the school;

23       (c) Student-led conferences with the student's parents, guardians,  
24    or family members and the student's advisor for the purpose of  
25    demonstrating the student's accomplishments; identifying weaknesses;  
26    planning and selecting courses; and setting long-term goals; and

27       (d) Data collection that allows schools to monitor students'  
28    progress.

29       NEW SECTION.    **Sec. 3.**    (1) Subject to the availability of funds  
30    appropriated for this purpose, the superintendent of public instruction  
31    shall:

32       (a) Develop and disseminate the curriculum for the comprehensive  
33    guidance and planning program under section 2 of this act to all school  
34    districts no later than the beginning of the 2006-07 school year;

35       (b) Develop and disseminate electronic student planning tools and  
36    a software package to analyze the impact of the implementation of the  
37    program on student performance;

1 (c) Develop and disseminate information about options for  
2 diagnostic assessments to improve student learning and student planning  
3 as provided under RCW 28A.655.200;

4 (d) Develop and conduct regional training seminars for teachers on  
5 the curriculum and on guidance and mentoring skills;

6 (e) Monitor and evaluate implementation of the program during the  
7 fall of 2006 in order to revise and improve the curriculum by the  
8 spring of 2007; and

9 (f) Allocate grants to selected schools for the purpose of  
10 implementing the program. The superintendent shall develop and publish  
11 the grant selection criteria, number of awards, and award amounts. The  
12 first round of at least twenty-five grant recipients shall be selected  
13 and notified by September 2006. The second round of at least seventy-  
14 five grant recipients shall be selected and notified by January 2007.  
15 The purpose of the grants is to provide time for school staff to plan  
16 and integrate the comprehensive program into their schools. To the  
17 extent possible, the superintendent shall include representation from  
18 school districts of varying sizes and from different geographic regions  
19 of the state in the grant allocation.

20 (2) By January 1, 2009, the superintendent of public instruction  
21 shall report to the education committees of the legislature regarding  
22 the impact of comprehensive guidance and planning programs on student  
23 performance.

24 **Sec. 4.** RCW 28A.655.200 and 2005 c 217 s 2 are each amended to  
25 read as follows:

26 (1) ~~((The legislature finds that the mandatory norm-referenced  
27 student assessments eliminated under chapter 217, Laws of 2005 provide  
28 information that teachers and parents use to improve student  
29 learning.))~~ In the absence of mandatory, statewide, norm-referenced  
30 assessments, the legislature intends to permit school districts to  
31 offer norm-referenced assessments ((at the districts' own expense  
32 and)), make diagnostic tools available ((that provide information that  
33 is at least as valuable as the information eliminated under chapter  
34 217, Laws of 2005)), and provide funding for diagnostic assessments to  
35 enhance guidance and planning for students and to provide early  
36 intervention before the high school Washington assessment of student  
37 learning.

1           (2) In addition to the diagnostic assessments provided under  
2 subsection (5) of this section, school districts may, at their own  
3 expense, administer norm-referenced assessments to students.

4           (3) By September 1, 2005, subject to available funds, the office of  
5 the superintendent of public instruction shall post on its web site for  
6 voluntary use by school districts, a guide of diagnostic assessments.  
7 The assessments in the guide, to the extent possible, shall include the  
8 characteristics listed in subsection (4)((~~a~~ through (~~e~~)) of this  
9 section.

10           (4) (~~By September 1, 2006, subject to the availability of amounts~~  
11 ~~appropriated for this specific purpose)) Beginning September 1, 2007,  
12 the office of the superintendent of public instruction shall make  
13 available to school districts diagnostic assessments that help improve  
14 student learning. To the greatest extent possible, the assessments  
15 shall be:~~

16           (a) Aligned to the state's grade level expectations;

17           (b) Individualized to each student's performance level;

18           (c) Administered efficiently to provide results either immediately  
19 or within two weeks;

20           (d) Capable of measuring individual student growth over time and  
21 allowing student progress to be compared to other students across the  
22 country; ((and))

23           (e) Readily available to parents; and

24           (f) Cost-effective.

25           (5) Beginning with the 2006-07 school year, the superintendent of  
26 public instruction shall reimburse school districts for administration  
27 of diagnostic assessments in grade nine for the purpose of identifying  
28 academic weaknesses, enhancing student planning and guidance, and  
29 developing targeted instructional strategies to assist students before  
30 the high school Washington assessment of student learning.

31           (6) The office of the superintendent of public instruction is  
32 encouraged to offer at ((~~their~~)) statewide and regional staff  
33 development activities training opportunities that would assist  
34 practitioners in:

35           (a) The interpretation of diagnostic assessments; and

36           (b) Application of instructional strategies that will increase  
37 student learning based on diagnostic assessment data.

1        NEW SECTION.    **Sec. 5.**    If specific funding for the purposes of this  
2    act and section 4 of this act, referencing this act and section 4 of  
3    this act by bill or chapter number and section number, is not provided  
4    by June 30, 2006, in the omnibus appropriations act, section 4 of this  
5    act is null and void.

      Passed by the Senate March 6, 2006.

      Passed by the House March 3, 2006.

      Approved by the Governor March 20, 2006.

      Filed in Office of Secretary of State March 20, 2006.